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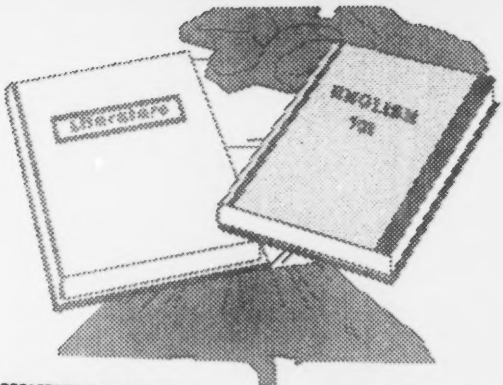
ABSTRACT

This guide outlines strategies to be used by rural school districts when applying for grants in New York State. The first section addresses the impact of recent federal program reductions and restructuring that have significantly reduced overall federal spending on state education programs. Both federal and state governments are moving away from expensive and inefficient categorical programs to block granting. Block granting reduces overall funding by combining multiple funding sources and placing limits on administrative expenditures. The second section describes successful strategies identified by rural school districts when applying for competitive funding through the New York State Education Department. Strategies are discussed for the following steps: (1) locating funding sources; (2) developing an application that matches funding sources with school district priorities and using a cross-disciplinary team to shape and test out ideas; (3) incorporating themes within the proposal to organize and tie together the application; and (4) tailoring grant applications to grantee expectations by following the point scale, including anticipated program outcomes, demonstrating collaboration and commitment, and speaking with one voice. The third section lists 47 state and federal education programs in New York that have grant monies available for programs such as workforce preparation, day care start-up, at-risk youth, community schools program, family literacy programs, parent education, and rural education research. Each listing includes the administering agency, objectives, and contact person. The last section provides background information on the New York State Legislative Commission on Rural Resources and the Rural Education Advisory Committee. (LP)

Successful Education Grant Strategies for Rural New York

ED 393 618



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November, 1995

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Successful Education Grant Strategies for Rural New York

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Section 1: Adjusting to the New Realities

A. The Fiscal Climate

1. Federal

"Cut it, cap it, and ship it back!"

This is how the chairman of the U.S. House of Representatives Budget Committee recently summed up the majority party's view of program reductions and restructuring. The Committee proposes to terminate, block grant, or privatize 3 Cabinet departments, 284 programs, 69 commissions, 13 agencies and 3 commercial activities. What does this mean?

- Overall federal spending on discretionary programs will be significantly reduced;
- Long term growth in program spending will be curtailed;
- States and localities will be asked to assume more responsibilities.

Adjusting to New Realities

Programs and funding in the area of education would be particularly impacted. For example, the Department of Education would be eliminated. The House Appropriations Committee recently targeted a number of education programs for elimination:

- Safe and Drug Free Schools;
- Education for Homeless Youth and Children;
- Dropout Demonstrations;
- Vocational Education - Community Based Organizations;
- Consumer and Homemaking Education;
- State Literacy Resource Centers.

2. New York State

"We must...heed [the] call for a smaller, more effective, more efficient government."

Governor Pataki's first budget proposal attempted to carry out that mission through deep cuts in many areas. For the first time since WWII, a New York Governor proposed spending less than had been spent in the previous fiscal year. The budget that was adopted included a reduction in spending from the State's general fund and a slight overall spending increase. Education programs, particularly discretionary grant programs were reduced or eliminated. Some of the programs that did not receive new funding include:

- Workforce Preparation Grants
- Learning Technology
- Curriculum and Assessment Grants

B. Block Grants - The Newest Trend on the Horizon

Both the federal and State governments have cited the proliferation of categorical programs as expensive, inefficient and overly bureaucratic. Their approach to funding in the future will rely heavily on block granting. Under this approach multiple funding streams are combined, usually with overall reductions in funding and specific limits on administrative expenditures. The block granting approach will promote greater creativity at the local level by allowing more flexibility in program design and implementation.

This year, the new leadership both in New York State and the Congress developed proposals that rely on a block granting approach. These proposals would have a significant impact in the area of education because this is where categorical funding has grown significantly over the recent past. Following are block grant proposals that are particularly relevant to the education community:

1. NYS Block Grant Proposals

In New York State, the Governor proposed two new block grants that would have merged 12 separate programs in the area of education. Under the original proposal, funding would be reduced from $37.5 million to $16 million.

a. **School/Student Needs Block Grant**

- Extended School Day Program
- Missing Children Prevention Education
- Parenting Education
- Primary Mental Health Project
- Schools as Community Sites
- School Violence Prevention
- School Health Demonstration
- Youth-at-Risk

b. **Adult Literacy Block Grant**

- Adult Basic Education
- Adult Literacy Education
- Consortium for Worker Education
- Workplace Literacy

The legislature did not adopt these block grants and instead maintained separate categorical funding. However, funds were significantly reduced in each category.

2. Federal Block Grant Proposals

a. Consolidated & Reformed Education, Employment, & Rehabilitation Systems (CAREERS) Act of 1995 (House Bill).

This bill would create four major categories:

- Youth/Education - merges approximately 30 programs and titles including: School-to-Work; Vocational Education; Bilingual Education; Youth Fair Chance.

- Adult Training - merges approximately 30 programs and titles including: Rural Concentrated Employment; Migrant Education; Dislocated Workers.

- Vocational Rehabilitation - merges approximately 22 programs or titles including: Supported Employment Early Intervention; Distance Learning Recreation.

- Adult Education - merges approximately 24 programs and titles including: Basic Adult Education; Literacy Libraries; Workplace Literacy.

b. **Workforce Development Act of 1995** (Senate Bill).

This bill combines existing programs into one authorization which would be divided by State's into two elements:

- Vocational and Adult Education

- Employment Services and Training

Programs that would be consolidated include: Food Stamps; Displaced Homemakers; Job Training Partnership Act (JTPA); Vocational and Applied Technology Education Act (VATEA); Adult Education; Unemployment; Rehabilitation; School-To-Work.

C. Adopting the Philosophy of Block Grants

With the State and federal governments moving more and more toward block granting, local school districts need to become sensitized to the messages that are being sent through this approach. It is important to understand and adapt to the underlying principles of block grants because the competition for resources is going to increase dramatically as there are fewer funding sources and greater pressure on local school budgets. In addition, the competitors going after block grants will generally be large districts or consortia. These large entities often have a great deal of grant writing expertise at their disposal and can take a more sophisticated approach. This means that any school district that would like to receive funds is going to have to begin adopting the philosophy of block granting.

No one should expect the shift toward block granting to occur overnight, or to include every source of funds. There will still be many opportunities to seek funding for specific purposes or to meet the needs of particular populations. However, the messages being sent through the move toward block granting say something important about how decision makers view the education

and human services systems. Districts seeking to attract resources should view those messages as equally valid in approaching categorical funding. While many categorical programs will continue to be funded, the concept of stand-alone, isolated programs is no longer considered appropriate. Grant seekers should begin to adopt the philosophy and language of block grants in all applications for funding.

Key Elements of Block Grants

- **Ensuring Accountability**
- **Aligning Systems**
- **Building Partnerships**

8

Adjusting to New Realities

1. Ensuring Accountability

One of the clearest messages being heard in Washington, Albany and in school districts throughout New York relates to program cost effectiveness. People no longer feel that their tax dollars are being spent wisely or that programs are accomplishing what they set out to achieve. This has created a strong and growing movement to put the focus on results rather than simply process. This new mind set is being reflected in funding programs, particularly those coming out of Washington. Many funding programs, and the proposed block grants stress the need for program accountability.

Potential grantees are being asked to state specific results that are anticipated from the program. This moves grant writing beyond the formerly accepted practice of projecting numbers of students or clients to be served. It also means that applicants need to give serious consideration to data collection, analysis and evaluation. In certain areas, such as increased educational achievement levels or reduced numbers of dropouts the proposed results are easy to identify. In other areas the approaches are less direct. Some approaches that are being used to ensure this level of accountability include:

- User or "Customer Satisfaction" Surveys
- Cost/Benefit Analysis
- Independent Evaluation
- Long-term Client Follow-up

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2. Aligning Systems

Many of the grant opportunities that are available to school districts have been designed to deal with particular problems such as school violence, or to deal with particular "target populations" such as dropouts. Applicants have been asked to describe strategies that can be put in place within the school or the educational system. However, in most cases the causes of the problem or the needs of the individuals extend well beyond the school campus.

Applicants now need to think in broader, more expansive terms. The questions that are now being asked move toward multi-systems approaches. How will programs be designed to meet the needs of all students? How will the applicant integrate the various human services systems to meet the goals of the grant? What other resources will be brought to bear? This means reaching out to other service providers to understand their delivery systems and include their capabilities in a more comprehensive effort. A comprehensive approach means engaging and coordinating the efforts of multiple systems including:

- **Social Services**
- **Criminal Justice**
- **Economic Development**
- **Health**
- **Mental Health**
- **Substance Abuse**

3. Building Partnerships

The shift toward block grants and the new emphasis being placed on broader systems approaches means that it will be harder to "go it alone" in seeking new funding opportunities. This new approach may pose particular challenges for smaller school districts. The best way for a school district to position itself for funding opportunities is to develop genuine partnering arrangements with key organizations in the community. These arrangements can be built around efficiency (e.g. regionalization), around interest areas (e.g. business and labor involvement in school-to-work) or around access (e.g. establishing a one-stop service system).

Building and maintaining coalitions should be part of an overall strategy to attract resources. Key partners can be drawn from other institutions and systems such as:

- Other Education Agencies (e.g. post-secondary institutions, private schools);
- Community Based Organizations;
- Business Groups/Chambers of Commerce
- Labor Organizations
- Parent Groups
- Social Services Providers
- Police, Sheriffs, Probation, and other Criminal Justice Agencies
- Substance Abuse Programs
- State and Local Agencies

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Section 2: Successful Strategies & Approaches

Despite the difficult fiscal climate, there are still a wide variety of funding sources that will be available to school districts. In order to secure these resources, school districts will have to compete with other districts around the State and across the nation. Many believe that rural school districts do not fare well in the competition for categorical funding. However, a review of New York State Education Department records shows that while rural districts are less likely to apply for competitive funding, those that do apply are no less successful in obtaining competitive funding than other districts. The following table illustrates the differences between rural and non-rural districts in applying for and receiving selected categorical grants during fiscal year 1994.

Type	Total #	# Applied/ % Applied	# Funded/ % Funded
Rural	415	89/21 %	57/64 %
Non-rural	372	137/37%	84/61%

This table shows that the most significant difference between rural and non-rural districts is that non-rural districts apply for categorical funding at a much higher rate than rural districts. More than a third of the non-rural districts (37%) applied for funding, while only one-fifth (21%) of the rural districts submitted applications. It is important to note that of those districts that applied, both rural and non-rural districts were funded at

approximately the same rate (64% and 61% respectively). This implies that all districts have an equal chance of success in receiving competitive funds if they choose to enter the competition.

The following section will describe some of the strategies and approaches that were identified through a survey of rural school districts that have been successful in applying for competitive funding through the State Education Department.

A. Finding Funding Opportunities

One of the biggest challenges in attracting resources to rural school districts is finding out about possible sources of funding that might be tapped. Funding opportunities may come from many different sources including the State or federal governments, philanthropic organizations, foundations, corporations or other private organizations. These potential funding opportunities may be identified through written materials, interactive means, and non-traditional sources.

1. Written Materials: Federal Register; New York State Contract Reporter; Newsletters (Grants Alert, Legislative, Topical); Foundation Directories; Subscription Services; Catalogues; State and Federal Agency Mailing Lists; Grantsmanship Center Magazine; National School Boards Association; Rural Special Education Quarterly journal of Rural and Small Schools.

2. Interactive: Agency Contacts; Legislative and Congressional Members and Staff; Interest Group Staff Electronic Services (e.g. Rural Assistance Information Network - RAIN, HandsNet); Rural Information Center.

3. Non-Traditional Sources: National, State and Local Foundations; Non-educational agencies (Dept. of Labor, Social Services, Economic Development); Chambers of Commerce; Labor Unions.

B. Going for It

After identifying possible sources of funding, a number of important decisions have to be made and an application has to be put together. Based on interviews with successful applicants five key areas emerge in this process:

- **Deciding What To Go After**
- **Shaping the Ideas**
- **Testing Out the Ideas**
- **Writing the Proposal**
- **Turning Failure Into Success**

Successful Strategies & Approaches

1. Deciding What to Go After

This is perhaps the most critical decision area for districts attempting to attract new resources. While some people believe that the best thing to do is apply for anything that's available, the experience of the successful applicants suggests a more selective approach. The most common observation made by these successful applicants was that they only seek funding opportunities that **align with the "mission" or "priorities" of the district**. In many cases, successful districts have developed strategic plans that lay out a vision of where they would like to be over some period of time. These strategic vision statements might take the form of a five year plan with specific activities and goals established for each year. This allows grant writers to connect activities that would be funded with new dollars to activities that are already underway.

2. Shaping the Ideas

After determining that a particular funding source seems to make a good fit with the district's overall plans and objectives, the next step is to decide what approach should be taken in developing the application. In some cases, districts have a particular person assigned to grant development. He or she may sketch out some ideas, bounce them off of a few others in the district, and begin writing. Another common approach is to assign the task of grant development to a person or unit based on the general category of funding (e.g. Vocational Education funding would be assigned to the Home and Careers Teacher). A number of successful districts reported using

a different, more open approach at the beginning of the grant development process. This new approach involved **establishing a cross disciplinary team to brainstorm ideas**. Adopting a team approach allowed for a great deal of input at the early stages and helped to lay out general directions for the grant applications. High levels of collaboration were cited as particularly useful in developing ideas and identifying connections to existing or planned efforts. Wherever possible, this collaborative approach should include partners both inside and outside of the educational community.

3. Testing Out the Ideas

After the team has gotten together to brainstorm once or twice the question that grant developers should be asking is "Are we on the right track?" While this may seem self-evident, it is important that grant developers make a hard assessment at this stage because sometimes the creative ideas that come out of brainstorming sessions are not exactly what the funder had in mind. If the funding agency sponsors a bidders conference, members of the grant development team should attend and ask questions. Often, the best (and most underutilized) way to obtain valuable feedback at this stage is the direct approach – **ask the funding agency**. Contacts should be made both at the regional level and with the main office. While the agency staff may be unable to give of specific information, they are usually more than willing to provide a reaction to the general approach and some helpful ideas about how to proceed. One other way to obtain feedback is to **ask for information and advice from other districts** or

organizations that have already received funding through this grant source. In keeping with the themes of partnership and collaboration, **input and comments should be sought from a wide range of interested parties.**

4. Writing the Proposal

Thus far the process described here has relied heavily on collaboration and broad-based input. This approach has proven itself to be the most effective in putting together creative, practical ideas that build on the applicant's strengths. There is no reason for collaboration to stop as the grant application is actually drafted, however, a **coherent application cannot be written by a committee.** Most of the successful applicants said that once the ideas and approaches were agreed upon, a single person was asked to be responsible for producing the document. Often, that person is a teacher who is familiar with the issue. Since budget cutting is having an impact on many areas, teachers are often more than willing to assist a district in securing grant funds that may help support the cost of programs slated for elimination. While other individuals or small writing teams might be given responsibility for developing sections of the application, the lead person would be responsible for editing the document for style, consistency and tone.

5. Turning Failure Into Success

Despite the best efforts of a strong grant writing team, there will always be applications that are not selected for

funding under a competitive process. Rather than waiting for the next funding round to be announced, grant developers should **use the unsuccessful application as a learning tool** to better position their district for the future. While the experience is still fresh, the grant writing team should undertake an honest critique of the application. As part of that critique, the team should attempt to obtain as much feedback as possible from the proposal reviewers. At minimum, the reviewers' written comments should be requested and distributed to all team members. Wherever possible a face-to-face meeting should be held with the people who reviewed the application. If that approach is not feasible, a representative of the granting agency should be invited to attend a meeting of the grant development team. The district should also request copies of successful applications for review and comparison.

C. Successful Themes

Grant applications often require the writers to list a number of activities and time lines that may appear somewhat disjointed. It is important that these key elements of the proposal be tied together in order to help the reader understand the applicant's approach. One way to accomplish this is to include some major themes in the application. These themes can help to organize the entire application or individual sections. Some examples of the kinds of themes that have proven successful are as follows:

Successful Strategies & Approaches

- "We're ready for anything."
- "The whole is greater than the sum of its parts."
- "Education is part of a broader human services strategy."
- "The activity will continue after the funds run out."

1. "We're ready for anything."

The current funding climate at all levels of government is tremendously unsettled. Recissions, block grants and program reductions are all part of the fiscal landscape in the nineties. While it is important for districts to anticipate these changes, the truth is that no one knows what the full picture will be over the next few years. As a result, proposals for funding should acknowledge the uncertainty and make suggestions about how the proposed activities will better prepare the district to deal with any eventuality.

2. "The whole is greater than the sum of its parts."

With available funds for new or expanded initiatives diminishing, funding agencies need to know that they will be getting the greatest return on their investment. The best way to achieve that goal is through resource leveraging. Districts should begin developing proposals that draw together various funding sources -- state, federal and local, to accomplish their mission. Grant

funds should be used wherever possible as a means of attracting and sustaining other resources. Grant writers should present a picture that shows how combined funding efforts will create a stronger system.

3. "Education is part of a broader human service strategy."

The movement toward more comprehensive funding approaches utilizing block grants will have a broad impact across all human services systems. The level of collaboration that will be required moves well beyond the more routine "review and sign-off" approaches that have been common in the past. This means that grant writers will need to be sensitive to how their efforts fit into a community's overall objectives. Educational agencies are well positioned to take a lead role in the development of a comprehensive human services strategy. This is because schools have a strong resource base, facilities, and direct links with young people and their families. In applying for funds, districts should highlight those strengths and put them in a broader context.

4. "The activity will continue after the funds run out."

One of the most common criticisms of categorical funding programs is that when the funds dry up the programs end. Very few funding initiatives are able to demonstrate a strong record of institutionalization. Wherever possible districts should suggest that the investment of funds should be seen as providing

"venture capital" because there is a realistic plan to continue the initiative over the long term. This is best accomplished by blending other funding sources and by focussing on developmental activities as opposed to using resources to fully support ongoing staff positions. Obtaining commitments from other community partners is an important component of this approach.

D. What Reviewers Look For

Preparing successful grant applications, like most other endeavors, requires that thought be given to the target audience. In this case, that means the grant reviewers. It is critical that the grant application be tailored to the needs and expectations of those reviewers.

- **Read the Cues**
- **Follow the Point Scale**
- **Include Planned Outcomes**
- **Demonstrate Commitment**
- **Speak With One Voice**

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Successful Strategies & Approaches

1. Read the Cues

This means that grant writers should try to pick up on the key themes and approaches that the legislation or authorizing agency is looking for. One good way to discover this is to read the legislative intent. For example, if the legislation or grant solicitation talks about collaboration, the applicant should build that concept into every section of the proposal. It is very helpful to repeat the exact words or phrases of the legislation or authorizing agency throughout the grant application.

2. Follow the Point Scale

Make sure the application clearly addresses every component of the point scale. Most importantly, make sure there is some reasonable balance. For example, sections worth fifty points should be given far more emphasis and detail than sections worth ten points. At times, successful applicants have allotted page limits based on the number of points each section is assigned.

3. Include Planned Outcomes

Reviewers want to know what outcomes they can expect from the project. This means applications should clearly state the results that are intended, the way they will be measured and any plans for changes or modifications. This should be done even if not specifically requested.

4. Collaboration and Commitment

Demonstration of genuine collaboration and commitment is key. Simply including letters of support or endorsements does not demonstrate a real partnership. Other partners in the community should be seen as integral parts of the overall approach, wherever possible.

5. Speak With One Voice

Often, grants written in sections by various groups or individuals appear to be a collection of disjointed ideas rather than a comprehensive approach to solving a problem or addressing a need. This can work heavily against the applicant. Care should be taken to ensure the application holds together well. Reviewers reading the document should be able to see that the partners involved in its development were able to unify their efforts.

Section 3: Grant Monies

Section 3 summarizes very briefly state and federal education programs available to school districts, as of the publication date. However, new financing options are created, while others may be terminated, in any given year.

Nevertheless, readers are urged to follow up relevant listings. If funding for a program is no longer available, staff will likely be knowledgeable about where similar kinds of assistance can be found. A program index is shown on pages 27-28.

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Section 3: Grant Monies

Program: Workforce Preparation

Administering Agency: NYS Education Department

Objective: provides aid to programs directed at youth apprenticeship, career exploration, employment preparation, and integrating academic and workplace experience and technology.

Program Contact:

Johanna Duncan-Portier, Asst. Comm.
Workforce Preparation & Continuing Education
NYS Education Department
Education Building, Room 319
Albany, NY 12234
(518) 474-3981

Program: Student Leadership

Administering Agency: NYS Department of Education

Objective: Provides leadership training seminars for students enrolled or anticipating enrollment in a State approved occupational or education course sequence or program area.

Program Contact:

(See program contact listed above.)

Program: School Violence Safety/Extended School Day

Administering Agency: NYS Education Department

Objective: Prevention and intervention programs developed to increase school safety and reduce school violence while extending the school day by providing pre- or after school extracurricular enrichment activities.

Program Contact:

Concetta Sullivan, Child, Family & Community Development Team
NYS Education Department, Education Bldg., Rm. 319M
Albany, NY 12234
(518) 474-4141

Program: National Science Foundation/System Initiatives

Administering Agency: NYS Education Department/ U.S. Department of Education

Objective: Provides funds for improvement in science, math and technology education.

Program Contact:

Carolyn Graham, Curriculum & Assessment Team 2
NYS Education Department
Education Bldg. Annex, Room 228
Albany, NY 12234 (518) 474-7746

Grant Monies

Program: Missing Child Prevention

Administering Agency: NYS Education Department

Objective: Supports school district efforts to find or identify children reported as missing.

Program Contact:

Concetta Sullivan - Child, Family & Community Development Team
NYS Education Dept., Education Bldg., Room 319M
Albany, NY 12234
(518)474-4141

Program: Math & Science Curriculum Frameworks

Administering Agency: NYS Education Department/ U.S. Department of Education

Objective: Programs to design curriculum frameworks to link teacher training to new compact student outcomes in math, science and technology.

Program Contact:

Linda Stehr
NYS Education Department
Cultural Education Center, Room 5A11
Albany, NY 12230
(518)474-9713

Program: Learning Technology Grant

Administering Agency: NYS Education Department

Objective: Funds provided for approved learning technology programs operated by school districts or BOCES.

Program Contact:

Zelda Holcomb, Assistant Commissioner
Instruction & Program Development
NYS Educ. Dept., Educ. Bldg. Annex, Room 979
Albany, NY 12234
(518) 473-7155

Program: Environmental Education Empowerment

Administering Agency: NYS Education Department

Objective: Provides grants to school districts for environmental education programs.

Program Contact:

James Kadamus, Associate Commissioner
Central Services Team, NYS Education Department
Education Building, Room 503
Albany, NY 12234
(518) 473-8363

Program: Curriculum & Assessment

Administering Agency: NYS Education Department

Objective: Provides aid for the development of school choice initiatives, extended day/year, magnet/theme schools, 21st century, and curriculum & assessment programs.

Program Contact:

James Kadamus, Associate Commissioner
Central Services Team, NYS Education Department
Education Bldg., Room 503, Albany, NY 12234
(518) 473-8363

Program: School Health Programs

Administering Agency: NYS Department of Health

Objective: Makes available comprehensive health services to a total of 90 preschool, elementary and junior high school sites.

Program Contact:

Deborah Nance, Director of School Health Program
Bureau of Child & Adolescent Health
NYS Dept. of Health, Corning Tower, Room 219
Albany, NY 12237
(518) 486-4966

Program: School Health Programs (MSHS Block Grant)

Administering Agency: NYS Department of Health; U.S. Department of Health & Human Services

Objective: Makes available comprehensive primary and preventative health services to a total of 120 preschool, elementary, and junior high school sites.

Program Contact:

Michelle Cravertz, Director - School Health Program
Bureau of Child & Adolescent Health
NYS Department of Health
Corning Tower, Room 208
Albany, NY 12237
(518) 486-4966

Program: Progressive Adolescent Vocational Exploration

Administering Agency: NYS Department of Labor

Objective: Provides grants to assist economically disadvantaged in-school youths ages 14-21; seeks to expand career awareness, prevent dropout.

Program Contact:

Joe Baez, Director of Workforce Development & Training
NYS Department of Labor
State Office Bldg., Campus, Bldg. 12
Albany, NY 12240
(518) 457-0362

Program: Day Care Start-Up

Administering Agency: NYS Dept. of Social Services

Objective: To provide start-up grants for the development of new child day care programs, including after school day care.

Program Contact:

Frank Puig, Deputy Commissioner
Family & Children Services
NYS Dept. of Social Services
40 N. Pearl Street, 11th Floor
Albany, NY 12243
(518) 474-9428

Program: Adolescent Pregnancy

Administering Agency: NYS Department of Health; U.S. Department of Health & Human Services

Objective: Supports the provision of all needed health services to pregnant adolescents. Encourages pregnant adolescents to remain in school and to complete vocational schooling after pregnancy.

Program Contact:

John Sterling, Health Program Administrator
Bureau of Reproductive Health, NYS Dept. of Health
Corning Tower, Room 878, Albany, NY 12237
(518) 473-6919

Program: Youth at Risk

Administering Agency: NYS Education Department

Objective: Funds local programs which promote partnerships, among community resources (schools, businesses, churches, others) to serve at risk youth, improve school attendance, and retain students in school until graduation.

Program Contact:

Bernard McInerney, North Country Team
NYS Education Department
Education Bldg. Annex, Room 1061
Albany, NY 12230
(518) 473-8781

Program: Teacher Resource & Computer Training Centers

Administering Agency: NYS Education Department

Objective: Supports establishment of centers for increasing professional competence.

Program Contact:

Helen Hartle
NYS Education Department
Education Building, Room 379
Albany, NY 12234
(518) 473-1234

Program: School Health Demonstration Program

Administering Agency: NYS Education Department

Objective: Encourages the development of school health education programs.

Program Contact:

Rebecca Gardner
Child, Family & Community Development Team
NYS Education Department
Education Building, Room 319M
Albany, NY 12224
(518) 474-4141

Program: Pre-Kindergarten Program

Administering Agency: NYS Education Department

Objective: Supports demonstration projects evaluating the feasibility of public schools providing sound developmental experience for 3 and 4 year old children from disadvantaged environments.

Program Contact:

Doris Hill-Wyley
Child, Family & Community Development Team
NYS Education Department
Education Building, Room 318
Albany, NY 12234
(518) 474-5807

Program: Incentive Grants for Sharing Successful Programs

Administering Agency: NYS Education Department

Objective: Provides funds to schools and BOCES for replication of validated programs and for validation and demonstration.

Program Contact:

Delores Brizill, Team Leader (Queens Team)
NYS Education Department
55 Hanson Place
Brooklyn, NY 11217
(718) 722-4528

Program: Foreign Language Assistance

Administering Agency: NYS Education Department; U.S. Department of Education

Objective: Grants to establish model programs in the foreign language areas of Arabic, Chinese, Japanese, Korean and Russian.

Program Contact:

Alain Blanchet, C & A Team 2
NYS Education Department
Education Building Annex, Room 675
Albany, NY 12234
(518) 474-5927

Program: Efficiency Study Grants

Administering Agency: NYS Education Department

Objective: Funds local studies to determine the advisability of reorganizing with one or more school districts or potential benefits of sharing programs among districts.

Program Contact:

Suzanne Spear, Central Services Team 2
NYS Education Department
Education Building, Room 501
Albany, NY 12234
(518) 474-3936

Program: Education of Homeless Children & Youth

Administering Agency: NYS Education Department; U.S. Department of Education

Objective: Provided to State Education agencies for administrative purposes to ensure that homeless children and youth receive equal access to educational services.

Program Contact:

Garry Pollow
Child, Family & Community Development Team
NYS Education Department
Education Building, Room 318
Albany, NY 12234
(518) 474-5807

Program: Dwight D. Eisenhower Mathematics & Science Education Act

Administering Agency: NYS Education Department; U.S. Department of Education

Objective: Funds local projects to improve the quality of mathematics and science teaching and to increase the access of all students to such institution.

Program Contact:

Laurie Rowe, Instruction & Program Development Team
NYS Education Dept., Education Bldg. Annex, Room 979
Albany, NY 12234
(518) 473-1388

Program: Comprehensive School Health Education Demonstration Program

Administering Agency: NYS Education Department

Objective: Develops and replicates comprehensive school health and wellness programs (especially at K-6 level) to promote positive life styles for students and staff through home-school community involvement.

Program Contact:

Rebecca Gardner, Child, Family & Community
Development Team, NYS Education Department
Education Building, Room 319M
Albany, NY 12224
(518) 474-4141

Grant Monies

Program: Community Schools Program

Administering Agency: NYS Education Department

Objective: Funds pilot projects in 14 school districts to develop programs for using school facilities as recreation sites during off-school hours.

Program Contact:

Margretta Fairweather, Team Leader
Child, Family & Community Development Team
NYS Education Dept., Education Building, Room 318
Albany, NY 12234
(518) 474-5807

Program: Chapter I Even Start Family Literacy Program

Administering Agency: NYS Education Department; U.S. Department of Education

Objective: Improves educational opportunities for children and adults by integrating early childhood education, adult education and parent education into a unified program through cooperative projects.

Program Contact:

Susan Henry
Child, Family & Community Development Team
NYS Education Dept., Education Bldg. Annex, Room 483
Albany, NY 12234
(518) 474-8917

Program: Acquired Immune Deficiency Syndrome

Administering Agency: NYS Education Department; U.S. Department of Health & Human Services

Objective: Provides grants to selected BOCES and New York City Board of Education to help develop AIDS Education program for in-school and out-of-school children and youth.

Program Contact:

Rebecca Gardner
Child, Family & Community Development Team
NYS Education Department
Education Building, Room 319M
Albany, NY 12224
(518) 474-4141

Program: Technology Network Ties

Administering Agency: NYS Education Department

Objective: Funds the development and implementation of an on-line, interactive computer based student inform-ation system to provide an electronic link between the State Education Department and local districts.

Program Contact:

Michael Radlick, Team Leader
Instruction & Program Development Team 1
NYS Education Dept., Education Bldg. Annex, Room 867
Albany, NY 12234 (518) 473-9106

Program: Special Milk Program

Administering Agency: NYS Education Department; U.S. Department of Agriculture, Food & Nutrition Service

Objective: Encourages the consumption of milk by children in elementary and secondary schools where students do not have access to Federal lunch or breakfast programs.

Program Contact:

Frances N. Shearing, Regional Field Services Coordinator
North Country Team, NYS Department of Education
Education Building Annex, Room 1061
Albany, NY 12234
(518) 473-8781

Program: Schools in Federally Affected Areas (Impact Aid)

Administering Agency: NYS Education Department; U.S. Department of Education

Objective: Provides financial assistance to school districts in which enrollments or availability of revenue are adversely affected by federal activities.

Program Contact:

David Clapp, Asst. - Categorical Aid Management Team
NYS Education Department, Education Bldg., Room 542
Albany, NY 12234
(518) 474-4815

Program: School Breakfast Program

Administering Agency: NYS Education Department; U.S. Department of Agriculture, Food & Nutrition Service

Objective: Supports the provision of nutritious breakfasts to all children attending public and non-public schools and residential child care institutions.

Program Contact:

Frances N. Shearing, Regional Field Services Coordinator
North Country Team, NYS Education Department
Education Building Annex, Room 1061
Albany, NY 12234
(518) 473-8781

Program: Parenting Education

Administering Agency: NYS Education Department

Objective: Funds ten projects to educate families in temporary residences, teenage parents, bilingual families, and immigrant families.

Program Contact:

Margretta Fairweather, Team Leader
Child, Family & Community Development Team
NYS Education Department
Education Building, Room 318
Albany, NY 12234
(518) 474-5807

Program: Nutrition Education & Training

Administering Agency: NYS Education Department; U.S. Department of Agriculture

Objective: Provides nutrition education training to teachers, students, parents, administrators, and school and institution food service personnel.

Program Contact:

Rebecca Gardner
Child, Family & Community Development Team
NYS Education Department
Education Building, Room 319M
Albany, NY 12224
(518) 474-4141

Program: National School Lunch Program

Administering Agency: NYS Education Department; U.S. Department of Agriculture, Food & Nutrition Service

Objective: Supports the provision of nutritious lunches to all children in public and non-public non-profit schools and residential child care institutions.

Program Contact:

Frances N. Shearing, Regional Field Service Coordinator
North Country Team, NYS Education Department
Education Building Annex, Room 1061
Albany, NY 12234 (518) 474-8781

Program: National Diffusion Network

Administering Agency: NYS Education Department; U.S. Department of Education

Objective: Facilitates the dissemination of national validated programs that have been proven effective in assisting local school districts and other educational agencies with cost-effective program improvements.

Program Contact:

Laurie Rowe, Coordinator
Office of Federal Demonstration Program
NYS Education Dept., Education Bldg. Annex, Room 469
Albany, NY 12234
(518) 474-2380

Program: Incarcerated Youth

Administering Agency: NYS Education Department

Objective: Supports educational services provided to school age youth incarcerated in county jails.

Program Contact:

John London, Associate
Alternative Learning Team
NYS Education Department
Education Building, Room 320
Albany, NY 12234
(518) 474-5506

Program: Family Life Education Program

Administering Agency: NYS Education Department

Objective: Provides technical assistance and training to local school districts and BOCES in family life education program planning and implementation.

Program Contact:

Rebecca Gardner
Child, Family & Community Development Team
NYS Education Department
Education Building, Room 319M
Albany, NY 12224
(518) 474-4141

Program: ESEA Chapter 2

Administering Agency: NYS Education Department; U.S. Department of Education

Objective: Provides aid to improve elementary and secondary education programs in public and non-public schools.

Program Contact:

Laurie Rowe
Instruction & Program Development Team
NYS Education Department
Education Building Annex, Room 979
Albany, NY 12234 (518) 473-1388

Program: Effective Schools Consortia

Administering Agency: NYS Education Department

Objective: Provide assistance to low performing schools as a means to develop and implement a comprehensive school improvement plan.

Program Contact:

Delores Brizill, Team Leader of Queens Team
NYS Education Department
55 Hanson Place
Brooklyn, NY 11217
(718) 722-4528

Program: Educationally Disadvantaged Children (Chapter 1)

Administering Agency: NYS Education Department; U.S. Department of Education

Objective: Expands and improves educational programs to meet the needs of educationally disadvantaged children to low income areas.

Program Contact:

James M. Sullivan, Team Leader
Central Services Team 5
NYS Education Dept., Education Building, Room 548
Albany, NY 12234
(518) 473-0295

Program: Drug-Free Schools & Communities Act

Administering Agency: NYS Education Department; U.S. Department of Education

Objective: Grants for substance abuse programs.

Program Contact:

Rebecca Gardner
Child, Family & Community Development Team
NYS Education Department
Education Building, Room 319M
Albany, NY 12224
(518) 474-4141

Program: Apprenticeship Training

Administering Agency: NYS Education Department

Objective: To provide related and supplemental instruction to apprentices in trades or crafts who are unemployed.

Program Contact:

Alfred Haugen
Workforce Preparation & Continuing Education Team
NYS Education Department
Education Building, Room 315
Albany, NY 12234
(518) 474-4809

Grant Monies

Program: Rural Education Research Program

Administering Agency: NYS Education Department

Objective: Provides funding to conduct studies on education in rural localities.

Program Contact:

James Kadamus, Associate Commissioner
Central Services Team
NYS Education Department
Education Building, Room 503
Albany, NY 12234
(518) 473-8363

Grant Monies

Program: Adolescent Family Life Research & Demonstration Projects

Administering Agency: U.S. Office of Adolescent Pregnancy Programs, Public Health Service

Objective: To support demonstration projects that test new approaches to providing care services for pregnant adolescents and adolescent parents and/or prevention services to encourage the postponement of premarital adolescent sexual activity.

Program Contact:

Patrick Sheeran, Acting Director
Office of Adolescent Pregnancy Programs
Office of Population Affairs
North Building, East-West Highway
5600 Fishers Lane
Rockville, MD 20857
(301) 594-4004

Program: Comprehensive Child Development Program

Administering Agency: U.S. Administration for Children and Families (ACF), HHS

Objective: To support child development projects that provide a range of services to children (from birth to school age) and their parents.

Program Contact:

Allen N. Smith
Comprehensive Child Development Program
Head Start Bureau
Administration on Children, Youth & Families
Administration for Children and Families
Department of Health & Human Services
P.O. Box 1182
Washington, D. C. 20013
(202) 205-8566

Grant Monies

Program: School-to-Work Opportunities

Administering Agency: U.S. Department of Labor and U.S. Department of Education (jointly)

Objective: To establish local education and training systems to prepare youth for jobs in high-skill, high-wage careers, and to increase their opportunities for further education.

Program Contact:

Marian Banfield
Department of Education
400 Maryland Avenue, SW
Room 4512, Switzer Building
Washington, D.C. 20202-7327
(202) 205-8838

Program: Youth Fair Chance

Administering Agency: U.S. Employment & Training Administration, Department of Labor

Objective: To provide a comprehensive range of education, training, and employment services to disadvantaged youth (14-21 years) and young adults (22-30 years) who are living in high poverty areas.

Program Contact:

Ms. Brenda Banks
Division of Acquisition & Assistance
Employment & Training Administration
Department of Labor
200 Constitution Avenue, NW, Room S-4203
Washington, D.C. 20210
(202) 219-8702

Section 4: Background

A. NYS Legislative Commission on Rural Resources

The New York State Legislative Commission on Rural Resources is a joint, bi-partisan agency within the State Legislature. It began operation in 1983 with a mission to: examine the impact of rural resources upon the State's economy; review the existing laws and regulations as they pertain to rural resources; assess the effectiveness of programs designed to promote rural viability; and make recommendations and sponsor legislation in the State Legislature to enhance and protect rural resources.

There are 44 rural counties defined through statute, and a number of rural towns in metropolitan counties, with a total population of 3.5 million. The Commission's scope of work encompasses all aspects of rural life within those counties. The Commission produces research reports, a newsletter, policy recommendations, background papers, and conducts public hearings and forums.

Commission Members include: Senator Charles D. Cook, Chairman; Assemblyman William Magee, Vice-Chairman; Senator William J. Larkin, Jr.; Senator James W. Wright; Senator Mary Ellen Jones; Senator Nancy Larraine Hoffmann; Assemblyman Martin A. Luster; Assemblywoman Patricia K. McGee; and Assemblywoman Chloe Ann O'Neil.

Contact: Ron Brach, Executive Director (518)455-2544

B. Rural Education Advisory Committee

The Rural Education Advisory Committee was established in 1990 as a result of legislation sponsored by the Legislative Commission on Rural Resources. Its primary mission is to identify and disseminate information on raising the aspirations and increasing opportunities for rural students, families, and communities through the pursuit of excellence and equity for rural students. It is a seven member committee that is chaired by the Commissioner of Education. Its membership includes school administrators, government officials, parents and program operators.

Contact: Charles Bohlen, Chair (315)788-0400

Rural Education Advisory Committee Members pictured above from left to right include: (Standing) Ronald C. Brach, James Hill, Michael Joseph. (Sitting) Charles H. Bohlen and Judy Dugan.

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